

Katy Independent School District
Morton Ranch Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Morton Ranch Elementary School's Mission Statement

The campus mission of our elementary school is to maintain and strengthen the promises we have made to our children.

Our Promises to Our Students are as follows:

We promise to read to you daily.

We promise to make our school a place that is welcoming and safe.

We promise to provide significant time for rich and relevant learning in all content areas.

We promise to provide opportunities for discussion in order to grow your thinking.

We promise to value mistakes as important learning steps, just as we celebrate progress along the way.

We promise to be passionate about what we teach, modeling the life of a joyful learner.

We promise to give you honest feedback about your learning.

We promise to value who you are, where you've been, and where you are going.

We promise to expand your view of the world and support you in realizing your dreams.

We promise to honor, accept, and welcome who you are and what gifts you have to offer.

We promise to cultivate positive values to make you a good person, friend, and community member.

We promise to love you no matter what, and to always believe in you.

9/5/2016

Vision

Be the legacy.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Overview

Comprehensive Needs Assessment School Profile

Morton Ranch Elementary is a campus in Katy ISD that opened its doors in 2008. MRE is projected to serve 993 students in grades Pre-K-5th Grades during the 2024-2025 school year, which is a decrease from the previous year of 1035. The campus is an elementary school.

List of Stakeholders and roles

Principal	Lori Maurer	Parent	Aminata Morris
Other School Leader	Kelley Martinez	Parent	Cecilee Watson
Other school leader	Oscar Spivey	District Representative	Jessica Pierluissi
Teacher	Miranda Wilson	District Representative	Ashley Muzny
Teacher	Mandy Edwards	Community/Business	Cheryl Glasser
Paraprofessional	Erin Sweeney-Cullen	Community/Business	R.C. Simmons
Paraprofessional	Karen Rivera		

Comprehensive Needs Assessment Process

Morton Ranch Elementary’s needs assessment process is described below. The campus leadership team evaluated the 2023-24 data. We reviewed the following data:

- District goals
- Campus goals
- HB3 Reading and Math goals for PreK - 3
- Performance objectives with summative review from 2023-2024
- CIP from 2023-2024
- CAT meeting, Team Leader meeting data
- TAPR report
- Student achievement domain
- Effective Schools Framework data
- Additional Targeted Support Identification data
- STAAR released test questions

- TELPAS results, TELPAS Alt results
- Interim and CBA data
- Amira data
- DreamBox Math data
- Grades that measure student performance on TEKS
- Race/ethnicity data
- Specials programs data
- Eco dis data
- SPED data
- At Risk data
- 504 data
- GT data
- Dyslexia data
- MTSS data
- Attendance data
- Discipline data
- School safety data
- PLC data/Processes for teaching and learning
- Staff survey data
- Parent survey data
- Teacher/Student ratio
- Staff meeting information
- PD needs assessment data
- T-TESS evaluation data
- SLO data
- Parent engagement rates
- Community surveys
- Budget expenditure data
- Study of best practices

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on February 26, 2024, and again on May 6, 2024, to develop the CNA. The meetings were held in the Large Group Area and the Campus Library starting at 3:45 p.m. on both dates. We plan to meet again on October 15, 2024, November 11, 2024, to review and revise the CNA as needed.

At the first meeting on February 26, 2024, Principal Maurer began the meeting by announcing some celebrations at Morton Ranch since our last meeting. Next, we moved on to the Parent, Student, Teacher Compact and any revisions that might be necessary. She displayed the Compact on the Smart Board and went over it line by line. Copies were also given to attendees. She broke down each session and explained the sections so that we could discuss changes that might be necessary, focusing on the needs of the student and what the parents might deem necessary for the upcoming year. Principal Maurer divided the group into groups of 2 and 3 to hash out any thoughts on the matter. She set a time limit for 8 minutes. When she brought us back together, she asked if there were areas that they liked or areas that may need to be changed. It was mentioned that the Compact might be more appropriate if it were more streamlined to the oath that we take every morning during morning announcements. A parent mentioned that the Teacher portion might need tweaking to express more teacher communication throughout the year. “The teacher will promise to communicate more throughout the year.” Maybe add a section to discuss what a positive attitude might be and maybe some measurable goals. Some discussion was made about our behavior matrix and the accessibility of the CHAMPS expectations. No other changes were mentioned, and Mrs. Maurer moved on to the next part of the session. Mrs. Maurer moved on to the Title I budget with a PowerPoint breaking down the budget information for our campus (PowerPoint is attached to the Crate location.) She mentioned the need for total transparency when it comes to the budget and its spending needs. She went through the budget explaining what the money has been spent on up to this date and what future monies will be allocated to. She went through each expenditure asking parents if they understood its meaning and any further breakdown for what and how it benefits our school. A lot of discussion was made about the huge decrease in the Title I money available next year. She broke

down the losses that the school might incur. Next, we moved on to the Comprehensive Needs Assessment (CNA) process. She explained what the CNA means at our school and why it is so important to have parent, community, and teacher input into its revisions for each new year. We went over the data available in the following areas: Demographics, Student learning, Processes and Programs, and Perceptions. We looked at last year's data comparing it to new data available. Principal Maurer broke the session into small groups to look at the data for each section. It is a means to assess the school's impact on affective learning and teaching skills, and how it affects the students in general. We decided what data sets we will use to use for the assessment. We are to set aside 3 to 5 different data sources to use. Principal Maurer moved around to be sure that each group remained focused on their specific task. An allotment of 15 minutes was allowed to facilitate this. After the fifteen minutes passed, Principal Maurer brought the group back together asking if anyone needed more time. Groups returned to their seats, giving Mrs. Maurer the notes they made for each section being examined. Principal Maurer closed the meeting emphasizing that the same people who attended this meeting would be necessary for the next meeting since development of the document will be necessary.

At the second meeting on May 6th, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. Principal Maurer led the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

A Root Cause Analysis was conducted by our CNA committee, and we identified the following to be our Priority Problems to be addressed in the 2024-2025 school year:

1. Too few of our students are MEETING the state standard in Math and Reading performance. While preliminary 2024 STAAR results indicate that at least 74% of our students APPROACHED grade level on the STAAR test, this does not necessarily equate to MEETING the standard. In addition, We have too few students MASTERING the state standard in Math and Reading. **Root Cause:** Teachers need assistance (professional development, collaboration and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading instruction. They will require additional support with the new ELAR curriculum that was implemented in the 2023-2024 school year, as well as needing assistance in teaching problem-solving at higher levels of complexity.
2. Too few of our students are MEETING and MASTERING the state standard in Science performance. Approximately 39 percent of our fifth graders are performing below grade level expectations. **Root Cause:** Students and teachers need help translating hands-on experiences in the Science Lab onto paper and pencil tasks in the classroom and on assessments. Conceptual understanding and academic vocabulary are lacking in many of our At-Risk students; teachers need PD new Science TEKS and need to become familiar with the new Science Resource provided by the district.
3. The number of discipline referrals increased in the 2023-2024 school year, as compared to the prior five years. More than half of the referrals involved physical contact, indicating students' decreased abilities in areas of self-control and self-discipline. **Root Cause:** Our teachers need training in consistent behavior management, behavioral de-escalation strategies, and in building strong classroom communities.
4. Over the past year, there has been a significant increase in the number of students arriving late for school. This trend is alarming as it disrupts the educational process, affects student learning outcomes, and undermines the overall school environment. **Root Cause: Transportation Issues:** Inconsistent or inadequate transportation for students, **Family Circumstances:** Family obligations or challenges that prevent timely arrival, **Student Motivation:** Lack of motivation or understanding of the importance of punctuality among parents and students, and **Policies:** Ineffective or unclear policies regarding tardiness and their enforcement.

These priority problem statements (and other problems identified through the CNA process) will serve to guide the development of our 2024-2025 Campus Improvement Plan.

Three Areas of Focus for Next Year:

1. Student Achievement - Reading and Math
2. Student Learning - Science
3. Classroom Management
4. Student Tardies

Demographics

Demographics Summary

MRE ended the 2023-2024 school year with 1035 students (down from the prior year). We are a public, suburban Houston school serving children in grades PreK through 5th. We are a Title One, bilingual campus.

MRE demographic information has been consistent in several ways since our school's inception in 2008: we have grown most years (from opening with fewer than 600 students), and our growth has shown increases mainly in the Hispanic and African-American populations and in the percent of our students who are Economically Disadvantaged, now at 71%. The At-Risk population has also increased in the last five years (now at 63%). Our Bilingual population decreased from last year to this year; we are now 32% Bilingual, and half (50%) of our students are Emergent Bilingual (EB). An area in which our district has experienced recent tremendous growth is Special Education; here at MRE, our SPED pop is currently 23% of our enrollment. Our attendance rate, while high (95%), is up one percent from the previous school year. We have been school-wide Title One for fourteen years. (5 Year Demographic Summary table below.)

The MRE staff is made up of 120 campus employees (2022-2023 TAPR). We have 83 teachers, 5.5 administrators, 8.5 professional support personnel, and 23 educational paraprofessionals. 81% of our staff are professional staff (69% teachers, 7% professional support, and 5% administration). 68% of our entire staff represents minority populations; staff ethnicities are as follows: 11% African American, 38% Hispanic, 28% White, 5% Asian, and 1% Two or More Races. While we are increasingly diverse, we still do not mirror our student population. Considering highest degrees held, 79% of our teachers hold Bachelors, 21% hold Masters degrees, and 0% hold Doctorate degrees. By years of experience in education, 13% of our teachers are Beginners, 27% have taught 1-5 years, 27% have taught 6-10 years, 24% have taught 11-20 years, and 10% have taught for more than 20 years. We average 8.9 years of teaching experience, approaching the averages in Katy ISD (10.7 years) and in Texas (11 years). The average MRE teacher salary is \$63,326 commensurate with district and state averages.

Our elementary school serves several middle-class neighborhoods and two trailer park communities. MRE has a mixture of parents educated beyond high school and those working in skilled trades, with many working multiple jobs. English and Spanish are the predominant languages in our community, although others include Urdu and African dialects.

Katy ISD is a large, fast-growth school district; we have new schools opening almost every year. Our enrollment shifts slightly each time a school opens nearby. MRE currently serves the bilingual students of two neighboring monolingual campuses. Our enrollment is affected when students exit the bilingual program, returning to their home schools. We also house several district special education programs on our campus: the Bilingual Early Childhood Special Education program, the Young Children with Autism Program, the Bilingual Young Children with Autism Program, and the Life Skills program.

We have noticed a sharp uptick in behavioral and mental-health related issues among our students, and we anticipate continuing to fill academic gaps in many of our students in the upcoming school year.

Past 5 Year Demographic Summary:

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Enrollment #	991	1068	1188	1173	1035
Race/Ethnicity					
Hispanic	59	58	61	62	59
African American	20	22	22	21	22

American American	20	22	22	21	22
White	12	11	9	9	11
Asian	6	5	4	4	5
Two or More Races	3	3	3	3	3
Pac. Islander	<1	<1	<1	<1	<1
American Indian	<1	<1	<1	<1	<1
Student Group %					
At Risk	72	61	68	74	63
Eco Dis.	67	62	70	68	71
LEP	46	48	52	54	50
Bilingual	34	35	40	43	32
SPED	20	17	15	19	23
ESL	12	12	11	4	3
GT	3	2	2	2	2

Demographics Strengths

Morton Ranch Elementary has many strengths. Some of the most notable demographic strengths include:

1. For the past three years, our parent and family engagement has increased dramatically. One event alone (our Spring Title One event, an International Night) brought in nearly 1000 family members. Our PTA Board has a full slate of officers, and they continue to conduct successful fundraisers, making over eight thousand dollars at the Spring Boosterthon event. Our working families are committed to supporting their children's education and value the whole child.
2. With the increasing diversity among our student population, MRE becomes more and more reflective of society as a whole. We believe we are equipping young learners to collaborate with all types of people. We find that Morton Ranch Elementary students are very accepting of new students regardless of race or ethnicity. We do all that we can to celebrate the uniqueness that EVERY student and family brings to our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Data consistently reveal that our Special Education students perform significantly below other student groups in all subject areas, and these students continue to struggle on CBAs, Interims and STAAR Assessments. **Root Cause:** Teachers and paras need professional development in differentiating instruction for all learners. Twenty-three percent of our population is now in special education, so these learners' needs must be met for our campus to be successful.

Problem Statement 2: Almost half of our student body (32%) is Emergent Bilingual, indicating need for instructional strategies that go beyond solely verbal delivery. **Root Cause:** Our state and city are becoming increasingly diverse, and this is reflected in our school. Staff need professional development and resources to meet the needs of an increasingly diverse student body.

Student Learning

Student Learning Summary

As a campus leadership team, we constantly collect data regarding student performance, staff morale, parent involvement, and effectiveness of campus processes. With specific regard to academics, our Instructional Coaches met with grade level teams for Data Digs after each interim.

In these meetings, teachers and administrators review student performance and progress, identify immediate needs, and prioritize action steps needed to close academic gaps throughout the school year. The Administrative team met with the district Assessment and Accountability team to discuss student progress, as well. At these meetings, we identified the most pressing needs relative to our subpopulations (Hispanic, African American, White, and Special Education), and planned related interventions. Dates for those Effective Schools Framework meetings included 9/18/23, 11/2/23, 12/5/23 and 3/18/24. Finally, our Campus Advisory Team and Campus Needs Assessment Team focused specifically on prioritizing Needs of the campus for the upcoming school year at our 2/26/24, 5/6/24 meetings.

All schools in Texas must meet standards and receive an A-F overall rating based on data from three domain areas. Preliminary data from the 2023-2024 school year as compared to the 2022-2023 school year is as follows:

	3rd Reading				
	Approaches	Meets	Masters	AMM Avg	Diff from 2023
MRE	79	48	22	50	-3
	4th Reading				
	Approaches	Meets	Masters	AMM Avg	Diff from 2023
MRE	77	38	11	42	-3
	5th Reading				
	Approaches	Meets	Masters	AMM Avg	Diff from 2023
MRE	86	55	30	57	-3
	3rd Math				
	Approaches	Meets	Masters	AMM Avg	Diff from 2023
MRE	74	41	14	43	0
	4th Math				
	Approaches	Meets	Masters	AMM Avg	Diff from 2023
MRE	56	28	9	31	-9
	5th Math				
	Approaches	Meets	Masters	AMM Avg	Diff from 2023
MRE	80	52	16	49	4
	5th Science				
	Approaches	Meets	Masters	AMM Avg	Diff from 2023
MRE	61	31	10	34	-2

MRE students in 3rd - 5th grade showed overall growth in 5th Grade Math. For all tests in all grades, the students dropped 2 percentage points from the previous year.

Student Learning Strengths

Student success at MRE is attributed to many factors. First of all, there is a commitment to meet the needs of each and every student through quality first-line instruction in the classroom. We seek to provide best-practice instruction, and invest heavily in professional development for our teaching staff. When students require additional instruction, we provide many different targeted interventions to ensure student success. We provide systemic student intervention throughout the school day. Students in Grades 1-5 may go to twenty-five minutes of intervention for Math and/or Reading. Through state comp ed and federal Title One funds, we employ three Title I teachers and five Academic Support teachers who provide direct instructional service to students in both pull out and push in intervention. For our ESL & Special Education students, we implement a collaborative teach model. Our gifted and talented students attend our Challenge program here on campus once a week to meet their learning goals as well. Additionally, we offer before and after school tutorials to students in all academic areas, funded through general ed funds, Title I funds, and Title III funds. Our Primary and Intermediate Science Labs are two of our students' favorite places on campus; hands-on Science learning is a priority in this school. Finally, the spirit of reading pervades our entire campus: students have daily time and choice in their independent reading, books clubs are held at the student and adult levels, and every employee is encouraged to display publicly his/her "current read."

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Too few of our students are MEETING the state standard in Math and Reading performance. While preliminary 2024 STAAR results indicate that at least 74% of our students APPROACHED grade level on the STAAR test, this does not necessarily equate to MEETING the standard. In addition, We have too few students MASTERING the state standard in Math and Reading. **Root Cause:** Teachers need assistance (professional development, collaboration and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading instruction. They will require additional support with the new ELAR curriculum that was implemented in the 2023-2024 school year, as well as needing assistance in teaching problem-solving at higher levels of complexity.

Problem Statement 2 (Prioritized): Too few of our students are MEETING and MASTERING the state standard in Science performance. Approximately 39 percent of our fifth graders are performing below grade level expectations. **Root Cause:** Students and teachers need help translating hands-on experiences in the Science Lab onto paper and pencil tasks in the classroom and on assessments. Conceptual understanding and academic vocabulary are lacking in many of our At-Risk students; teachers need PD new Science TEKS and need to become familiar with the new Science Resource provided by the district.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Morton Ranch Elementary is guided by the TEKS, by the Katy ISD curricular Unit Plans, by the Katy ISD Cornerstones, by the result of formal and informal assessments, and by information gleaned through webinar study with Lead4ward and our district Assessment office representative. We promote 21st Century skills including critical thinking, creative thinking, collaboration, communication, information literacy, problem solving, and social contribution. District unit plans and the new HMH Curriculum both provide teachers with overall summaries, expected number of instructional days, enduring understandings, essential questions, specific knowledge and skills (TEKS), the English Language Proficiency Standards (ELPS), critical vocabulary in both English and Spanish, the Cornerstone continuum, and sample performance tasks. Instructional guidance is offered, as are linguistic accommodations, sentence stems, and resources.

With more than half of our students being Emergent Bilingual (and many of the rest lacking strong foundational language skills in English), our focus continues to be on incorporating more vocabulary-rich instruction using strategies from the research-based 7 Steps to a Language-Rich Interactive Classroom. Our goals are to teach students to speak in complete sentences while participating in structured conversations in the classroom by continuing the use of sentence stems, using more visuals, and vocabulary strategies that support our objectives. Asking thoughtful and meaningful questions beyond the comprehension and knowledge levels continues to be a goal we strive for so students can connect to the content in meaningful ways. We aim to bridge quality questioning within rigorous instruction so assessments will reflect student growth.

Assessment plays a major role in teacher decision-making and takes on many different forms at MRE. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations are used increasingly. District Learning Assessments (DLAs), Interim Assessments, and Learning Module Assessments provide opportunities for "standardized-testing like" opportunities. Campus level disaggregation depends on the plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Each grade level identifies Focus TEKS, through Lead4ward and KISD Research/Accountability/Assessment office, so that instruction is supported vertically.

Data points collected by teachers include students' work in the following: Amira, HMH Growth Measure, Math Progressions, DreamBox, Math Running Records, TELPAS, Module Assessments, Math Check Points, Interims, and Campus-Based Assessments. We also rely on primary reading inventories required by the state: CIRCLE Progress Monitoring for PreK, TX-KEA for Kindergarten, and Amira for 1st and 2nd Grades (both three times/year).

Weekly grade level PLCs are held with the Instructional Coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. In the 2024-2025 school year, members of our Instructional Support team will join grade level planning sessions with grade levels, increasing continuity for students who receive instructional support. SPED instructors join grade level

planning as their schedules allow. Bi-weekly staff meetings provide professional development opportunities for all.

Most of our previously employed Kindergarten through Third Grade teachers, as well as Assistant Principals and Instructional Coaches, have completed the state-required Texas Reading Academies this year, collecting over 60 hours of professional development in the area of effective ELAR instruction. For the 2024-2025 school year, our new hires, special education teachers, dyslexia teachers, and interventionists will be participating in the Reading Academies. We expect to see gains in primary reading instruction as a result of this extensive professional development experience.

Student progress is monitored either as prescribed by the intervention or at six-week intervals, depending on individual students' needs. The MTSS Collaborative meetings are held quarterly, for both academics and behavior, and are held during professional learning/planning times.

The data from campus assessments are used to identify students that are performing below standard. Questions are continually asked about what is being done to meet our struggling students' needs. Are they making progress? What interventions are being used? What parent communication is being conducted? MTSS meetings are scheduled by the Instructional Coordinator, and are attended by the grade level teachers, the interventionists, the Counselor, the LSSP, the Instructional Coaches, and the Principal/Assistant Principals. We provide before and after school tutorials and we utilize small group instruction time for the majority of our intervention and extension.

All decisions regarding professional development, programs, and practices are based upon the needs identified in this improvement plan.

As for staff recruitment and retention, Morton Ranch Elementary employees highly qualified teachers and paraprofessionals. We place a high priority on hiring great teachers, and actively pursue candidates through our district Job Fair, through personal connections, and through campus-based interview committees. As our school grows each year, we add more staff members. We support every teacher new to MRE with a mentor, whether or not they are new to teaching. New hires attend a two-day district level onboarding in July/August, and we provide campus-based New Teacher training with our Instructional Coach, as well. All teachers who are new to MRE participate in a monthly New Mavs Academy. These mentoring sessions are led by our Lead Mentor(s), and cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information, like entering grades. With one-on-one mentors assigned to every new staff member, we provide ongoing, very targeted, job-embedded professional learning.

As of June 2024, all but three of our classroom teachers hold an ESL teaching certification. We strive for a 100% rate of ESL certification among staff, as our student population is becoming increasingly LEP.

In the area of technology, every classroom on campus has a SMART Panel or Board, at least one classroom computer and multiple iPads and/or Chromebooks. MRE is now a 1:1 campus in grades 3-5: every student has personal access to either an iPad (K-2) or Chromebook (3-5) for use at school. Wireless access points have been installed proportionally throughout our building, and a Katy ISD filter protects students from harmful sites. There are multiple computers and laptops in the library for student and staff use. Technology in use by teachers and/or students can be observed daily in almost every classroom visit done by campus administrators. The staff continues to strive for fully integrated instruction with technology.

We have been a PBIS school for years and will continue in the 2024-2025 school year. Students earn points by showing expected behaviors; points are redeemed for prizes. We also utilize Character Strong/Purposeful People as the character education program. We have a Core Team who will attend monthly training and relay information to the rest of the staff. We place high value on supporting our students' social-emotional growth.

School Processes & Programs Strengths

We have many process/programmatic strengths:

Team Planning - Grade levels can expect 2-3 protected days each week for team planning, free of meetings, ARDS, parent conferences, etc. During this time and led by the Instructional Coach and/or Academic Support Teacher, our teachers review materials, plan instruction, analyze data, and share best practices.

Mentoring - We support every teacher new to MRE with a mentor, whether or not they are new to teaching. New Hires are offered district and campus-based PD before school starts, then benefit from a monthly New Mavs Academy -- sessions led by our Lead Mentor(s), covering a variety of topics such as effective instructional strategies, classroom management techniques, and practical information (like how to input grades). With one on one mentors assigned to every new staff member, we provide ongoing, very targeted, job-embedded professional learning.

MTSS - The MTSS process on our campus is being utilized successfully before students are referred to special education. Teachers meet in collaboratives on a regular, rotating basis, to review data about students of concerns. Tiered interventions are implemented, in attempt of closing gaps and preventing referral to SPED.

Master Schedule - Our master schedule maximizes instructional time for each grade level, while still being responsive to developmental needs of young children. We place large blocks of uninterrupted time together as much as possible, while placing lunch and recess together, comprising one full hour.

Safety - Safety drills are performed frequently and effectively. Students and staff know how to respond in a variety of emergency situations, thanks to regular training.

Committees - Non-academic committees meet as needed, and are teacher-led, to develop other areas of our working relationships, for example, Sunshine, Volunteer Appreciation, PBIS, and Special Events.

Management/Supervision - Grade level teachers report to corresponding Assistant Principals for handling of most issues on their teams, with students, and with parents, streamlining communication in the building.

Technology - Technology is used in all content areas. Technology enhances literacy development, impacts language acquisition, provides greater access to information, supports creating and learning, and motivates students. The design of the network in our district and campus

allows for fast and easy communication between staff members. It also allows staff members to easily share materials as well as access their materials from any computer on the network. This also gives students and staff easy access to a variety of software on network computer. Technology is used to support curriculum, instruction, and assessment integration and implementation by reinforcing the standards set by the state. This is supported by facilitating participation in instructional activities. Technology is successfully implemented by ensuring that the integration into learning is routine throughout the curricular areas. The instructional activities can be seen by the teacher and administrators to monitor successful implementation.

PBIS - MRE participates in a program called Positive Behavior Intervention and Support (PBIS). This program reinforces positive student behavior and most students enjoy earning Moolah tickets and rewards for positive behavior. Our school is a safe environment where children are valued and respected. When walking into MRE, one feels welcome by all staff and students.

Traditions - Both staff and students enjoy Maverick traditions. MRE staff members ENJOY working together, celebrating together year after year: Souper Bowl lunch, Thanksgiving Feast, Ugly Sweater contest, EOY slide show, and Ten Days of celebration before Winter Break. Student Mavericks love Meet the Teacher Night, Cookies with Santa, Campfire Chats, Winter Sing-a-Long, Mav Graduation Walk, Field Days, field trips, and the 5th Grade Party. In the last school year, we added our Marvelous Maverick ceremonies, in which teachers spotlights one boy and one girl from each classroom; these students have demonstrated excellent character and take home a medal and a yard sign.

Professional Development - We commit a large portion of our campus budgets to professional learning for our teachers, admin, and paras. A process unique to our campus is our Mav Learning Community. This is in-house PD, provided by one's colleagues. Admin identifies particular strengths among the educators, and invites that teacher to instruct others about his/her craft and technique. Participants choose at least three and up to six MLC sessions/school year. These sessions are often so popular that they are required to be repeated.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The number of discipline referrals increased in the 2023-2024 school year, as compared to the prior five years. More than half of the referrals involved physical contact, indicating students' decreased abilities in areas of self-control and self-discipline. **Root Cause:** Our teachers need training in consistent classroom behavior management, behavior de-escalation strategies, building strong classroom communities, and in the school-wide PBIS System known as CHAMPS.

Problem Statement 2: Although parent and family engagement has increased over the last several years, We do not have 80% of our families participating in after school/evening events and activities. We know that when families are engaged, children's learning improves. **Root Cause:** Our staff must be creative in offering more diverse opportunities for families. Teachers should offer student incentives (house points) when families attend after school/evening events.

Perceptions

Perceptions Summary

The perceptions of this school are very positive. There is a legacy of excellence. Students and parents love Morton Ranch Elementary. Parents work closely with the staff at MRE to create events to bring more families and the community to our school. Over the last two years, we have seen an increase in the degree of parental support for our students.

With an attendance rate of just under 95%, our Mavericks WANT to be at school. Throughout each year, there are several events tailored to the interests of all students and families. MRE works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. As a Title I school, we are obligated annually to educate our community about the importance of parent involvement in local education. To strengthen the home/school connection, we communicate in many different ways: through Class Dojo, weekly eNews, grade-level Smores, school marquee, campus website, classroom-based websites, school and classroom Facebook and Twitter accounts. Communications are provided in English and Spanish whenever possible. We try to ensure consistency and ease by sending Tuesday Take Home folders campus-wide. We are proud that most visitors consistently refer to our Front Office team as very parent-friendly (survey data). We promote two popular parenting organizations on campus (Watch DOG Dads and M&M moms), as well as a PTA and a Campus Advisory Team. We have multiple business partners in the community, as well as KEYS mentors, High School PALS (student buddies) and High School student teachers.

One of the core beliefs at Morton Ranch Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Our Promises (mission statement) are a testament to this "growth mindset" atmosphere. With our school now heading into its seventeenth year, we serve the siblings of many of our original students, and pride ourselves as feeling like one big family. We are in our eighth full year of implementation of Positive Behavior Supports and Intervention (PBIS). Our motto is MAVS: Make good decisions, Act responsibly, Value hard work, and Show Kindness. Students know this motto and are rewarded with Dojo points when they demonstrate appropriate behaviors representing this motto in all the various areas of our school. Posted matrices remind both students and teachers of expected behaviors. Tangible and intangible reward choices are to students; students love having lunch with a friend, earning a Stinky Feet (no shoes) pass, or spending 30 minutes playing games with the principal. As teachers and administrators, we make multiple weekly positive phone calls to parents, believing that this builds relationships and community. This year, we will continue our PBIS work by creating a "House" system. The MRE "House" system at MRE will divide the student body into smaller, mixed-age groups known as "houses." Each house functions like a mini-community within the school, fostering a sense of belonging, teamwork, and school spirit among students. Houses compete in various events, ranging from academic challenges and sports competitions to arts and community service projects. Points are awarded for participation, achievements, and good behavior, contributing to an overall house score. Regular house meetings and assemblies are held to discuss upcoming events, celebrate achievements, and reinforce a sense of community. These gatherings provide opportunities for

students to share their experiences and develop a sense of camaraderie. By integrating a house system, MRE hopes to create a vibrant, inclusive, and supportive environment that enhances students' overall school experience.

Teachers and other staff receive training through PBIS on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Teachers know that in top classrooms, time is allotted for students to learn how to do routines and rituals correctly. Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.

Our staff Sunshine Social Committee sponsors special monthly events to make sure our staff feel appreciated and valued. Events like "Boo!," Thanksgiving potluck, Secret Santa, Valentines treat, St Patrick's treat, STAAR treats and the End of the year party celebration have contributed to building staff appreciation and morale.

New to our district this year last year was the Satchel-Pulse Culture and Climate survey instrument. This company generated very frequent, short, electronic surveys to everyone employed in KISD. While the participation rate in the surveys across the district varied tremendously and never reached 50%, MRE survey participation ranged from 51 to 75% across the weeks and months. Of the eight dimensions measured, MRE scored highest in the areas of Relationship with Colleagues, Meaningful Work, and Relationship with Supervisor. We scored lowest in these areas: Career Development and Job Satisfaction.

The 2024-2025 school year brings 15 new staff members to MRE. We found some of our new hires this year through the Katy ISD Job Fair and some through personal referrals, but as all schools nationwide are experiencing, there is a shortage of candidates. As a Title One campus, even our paraprofessionals must meet more rigorous standards for employment (48 college hours or minimum score on Para Pro test).

Annual parent surveys indicate that over 90% of parents are Satisfied or Highly Satisfied with the education their children receive at Morton Ranch Elementary. Repeatedly, they single out teachers for whom they are so appreciative, listing ways that our staff go beyond the ordinary to meet the needs of their children. Most of our parents are working parents, unable to come to school often during the day, but certainly supportive of our efforts. Our campus and our PTA is committed to increasing the number of parents who actively volunteer for the school, either in person or virtually with "behind the scenes" work and support. Stakeholders in our school community are engaged with our school's mission, vision, and goals through their involvement with our Campus Advisory Team, attendance at curriculum nights, communications sent in multiple ways from the schools, and through annual parent conferences. The school administration talks and meets regularly with parents when specific concerns are raised. Our Parent/School Compact and the Parent & Family Engagement Policy are provided to families multiple times annually, and are available on our website in both languages.

Perceptions Strengths

MRE has multiple family/community involvement strengths. We have tremendous staff support at all PTA meetings and functions such as Trunk

or Treat, Cookies with Santa, Boosterthon, etc. Our teachers show great appreciation for the parents who ARE able to come to school and provide activities for the children. In 2022, we re-instituted sponsoring a Volunteer Work Day once a month, when parent volunteers come in to complete projects that the teachers have laid out (assembling packets, cutting, laminating, sharpening pencils, separating news articles, etc.). To show our thanks, our teaching teams take turns providing snacks and drinks for the volunteers. Each year, we hold at least two Title One curricular nights, during which families come and learn more about what goes on in our classrooms, with opportunities for parents and children to practice skills together. We typically couple these nights with music programs and/or book fairs. We currently hold business partnerships with Chick-Fil-A, What-a-burger, Jeremiah's Ice, Schlotsky's, the new Gulf Coast Educators' Federal Credit Union, and one local realtor. We have enjoyed the high school mentors (PALS) and student teachers, and our KEYS mentors (community members) -- all who come regularly to provide emotional support, role modeling and companionship for targeted students. Our survey data indicates that teachers are happy working at MRE, and parents feel welcome in our school and that their concerns are valued by MRE staff.

One more area of strength in perceptions is our total staff commitment to our students' social-emotional lives. We have a strong building-wide commitment to providing a daily Morning Meeting (Community Circle) with our students in every classroom, Pre-K through Fifth grade. Students enjoy participating in PBIS/Class Dojo, as well. They demonstrate awareness of our motto and its meaning and participate highly in redemption of their earned Moolah points. At MRE, we know that academic learning is important, but it is NOT the whole story.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Over the past year, there has been a significant increase in the number of students arriving late for school. This trend is alarming as it disrupts the educational process, affects student learning outcomes, and undermines the overall school environment. **Root Cause:** Transportation Issues: Inconsistent or inadequate transportation for students, Family Circumstances: Family obligations or challenges that prevent timely arrival, Student Motivation: Lack of motivation or understanding of the importance of punctuality among parents and students, and Policies: Ineffective or unclear policies regarding tardiness and their enforcement.

Priority Problem Statements

Problem Statement 1: The number of discipline referrals increased in the 2023-2024 school year, as compared to the prior five years. More than half of the referrals involved physical contact, indicating students' decreased abilities in areas of self-control and self-discipline.

Root Cause 1:

Our teachers need training in consistent classroom behavior management, behavior de-escalation strategies, building strong classroom communities, and in the school-wide PBIS System known as CHAMPS.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Over the past year, there has been a significant increase in the number of students arriving late for school. This trend is alarming as it disrupts the educational process, affects student learning outcomes, and undermines the overall school environment.

Root Cause 2: Transportation Issues: Inconsistent or inadequate transportation for students, Family Circumstances: Family obligations or challenges that prevent timely arrival, Student Motivation: Lack of motivation or understanding of the importance of punctuality among parents and students, and Policies: Ineffective or unclear policies regarding tardiness and their enforcement.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Too few of our students are MEETING the state standard in Math and Reading performance. While preliminary 2024 STAAR results indicate that at least 74% of our students APPROACHED grade level on the STAAR test, this does not necessarily equate to MEETING the standard. In addition, We have too few students MASTERING the state standard in Math and Reading.

Root Cause 3: Teachers need assistance (professional development, collaboration and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading instruction. They will require additional support with the new ELAR curriculum that was implemented in the 2023-2024 school year, as well as needing assistance in teaching problem-solving at higher levels of complexity.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Too few of our students are MEETING and MASTERING the state standard in Science performance. Approximately 39 percent of our fifth graders are performing below grade level expectations.

Root Cause 4: Students and teachers need help translating hands-on experiences in the Science Lab onto paper and pencil tasks in the classroom and on assessments. Conceptual understanding and academic vocabulary are lacking in many of our At-Risk students; teachers need PD new Science TEKS and need to become familiar with the new Science Resource provided by the district.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: The percent of students demonstrating Meets and Masters Grade level on STAAR Reading, STAAR Math, and STAAR Science will increase by 3% for each subject, as compared to the 2024 progress measures.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Provide instructional materials, online resources, technology devices with security enhancements, professional development, before/during/after school tutorials, summer learning opportunities, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required TEKS for all students and to increase student learning time and have a well rounded education. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator and Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: - 211 - Title I Part A - \$72,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds to employ specialists and/or additional tutors, in each curriculum area who can work with small groups of at-risk children during Extended Learning Time, and during before or after school tutorials. Strategy's Expected Result/Impact: Increase in student achievement and increase in Approaches, Meets and Masters on STAAR Assessment Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator and Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: - 211 - Title I Part A - \$22,220, Title I Intervention Staff - 211 - Title I Part A - \$233,134		Formative			Summative
		Oct	Jan	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Too few of our students are MEETING the state standard in Math and Reading performance. While preliminary 2024 STAAR results indicate that at least 74% of our students APPROACHED grade level on the STAAR test, this does not necessarily equate to MEETING the standard. In addition, We have too few students MASTERING the state standard in Math and Reading. Root Cause: Teachers need assistance (professional development, collaboration and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading instruction. They will require additional support with the new ELAR curriculum that was implemented in the 2023-2024 school year, as well as needing assistance in teaching problem-solving at higher levels of complexity.</p> <p>Problem Statement 2: Too few of our students are MEETING and MASTERING the state standard in Science performance. Approximately 39 percent of our fifth graders are performing below grade level expectations. Root Cause: Students and teachers need help translating hands-on experiences in the Science Lab onto paper and pencil tasks in the classroom and on assessments. Conceptual understanding and academic vocabulary are lacking in many of our At-Risk students; teachers need PD new Science TEKS and need to become familiar with the new Science Resource provided by the district.</p>

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of MRE 4th Grade students who's average in Approaches/Meets/Masters in Math will increase to 42% by July 2025.

HB3 Goal

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Research, Assessment, and Accountability reviews plans with the school board annually in a public meeting. Strategy's Expected Result/Impact: Build public awareness of HB3 goals and progress Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Plans are posted on the campus and district websites within the Campus Improvement Plans. Strategy's Expected Result/Impact: Provide access to HB3 plans to all stakeholders Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide instructional materials, online resources, technology devices, professional development, before/during/after school tutorials, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required TEKS for all sub populations. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator and Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds to employ specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time, and during before or after school tutorials. Strategy's Expected Result/Impact: Increase in student achievement and increase in Approaches, Meets and Masters on STAAR Assessment Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator and Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Too few of our students are MEETING the state standard in Math and Reading performance. While preliminary 2024 STAAR results indicate that at least 74% of our students APPROACHED grade level on the STAAR test, this does not necessarily equate to MEETING the standard. In addition, We have too few students MASTERING the state standard in Math and Reading. Root Cause: Teachers need assistance (professional development, collaboration and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading instruction. They will require additional support with the new ELAR curriculum that was implemented in the 2023-2024 school year, as well as needing assistance in teaching problem-solving at higher levels of complexity.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of MRE 4th Grade students who's average in Approaches/Meets/Masters in Reading will increase to 49% by July 2025.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Research, Assessment and Accountability reviews plans with the school board annually in a public meeting. Strategy's Expected Result/Impact: Increased public awareness of HB3 targets and progress by campus. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Plans are posted on the campus and district websites within the Campus Improvement Plans. Strategy's Expected Result/Impact: Increased access to HB3 info by all stakeholders. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide instructional materials, online resources, technology devices, professional development, before/during/after school tutorials, and targeted intervention by instructional support teachers/classroom teachers, to ensure the mastery of required TEKS for all all students. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator and Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds to employ specialists in each curriculum area who can work with small groups of at-risk children during Extended Learning Time, and during before or after school tutorials. Strategy's Expected Result/Impact: Increase in student achievement and increase in Approaches, Meets and Masters Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator and Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A	Formative			Summative
	Oct	Jan	Apr	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Too few of our students are MEETING the state standard in Math and Reading performance. While preliminary 2024 STAAR results indicate that at least 74% of our students APPROACHED grade level on the STAAR test, this does not necessarily equate to MEETING the standard. In addition, We have too few students MASTERING the state standard in Math and Reading. Root Cause: Teachers need assistance (professional development, collaboration and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading instruction. They will require additional support with the new ELAR curriculum that was implemented in the 2023-2024 school year, as well as needing assistance in teaching problem-solving at higher levels of complexity.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: ESF: By May, 2025, Each grade level will unpack the TEKS before each unit and create a common lesson that will be observed by the leadership team on a weekly basis.

Evaluation Data Sources: PLC Observations with Feedback ("Look For's" Planning Rubric), planning agendas, TEKS Analysis, and through observation and feedback of instruction.

Strategy 1 Details	Reviews			
Strategy 1: Staff will be provided training and modeling of effective planning expectations and classroom expectations by October, 2024. Strategy's Expected Result/Impact: Increase knowledge in content and increase in student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Instructional Coordinator. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The MRE Leadership Team will communicate expectations and a copy of the Monitoring Tool to teachers by October, 2024. Strategy's Expected Result/Impact: Increase knowledge in content and increase in student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Instructional Coordinator. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The MRE Leadership Team will conduct weekly grade-level Learning Walks and attend weekly team planning meetings (PLC's) using the monitoring tool to track data and provide feedback to teachers. The MRE Leadership Team will review Learning Walk and Planning data weekly. Teachers will be provided with immediate feedback and determine whether or not additional coaching/modeling is needed.</p> <p>Strategy's Expected Result/Impact: Increase knowledge in content and increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Instructional Coordinator.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: MRE will increase the number of students participating in the campus Coordinated Health Program.

Evaluation Data Sources: Fitness Gram, Class Observations, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. https://docs.google.com/document/d/1ZTmgw9hAzmlhVvFbZOjuWzIHTkAiq0EX5fiSVTtY0Jk/edit Staff Responsible for Monitoring: Principal, Physical Education Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance, and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance, and flexibility through the use of games, activities, and stations in Physical Education class. Staff Responsible for Monitoring: Principal, PE teachers Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 2: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.





Performance Objective 1: Increase parent and family engagement by 10% annually by offering a variety of activities and events supporting the whole child.

Evaluation Data Sources: Parent sign in sheets, # of parents volunteer hours, Parent survey

Strategy 1 Details		Reviews			
Strategy 1: Recruit new volunteers at campus events such as Meet the Teacher and Curriculum Night, and through special events such as our Volunteer Kick-Off Rally. MRE will make available the Title One Parent Compact and Parent Engagement Policy at all events, as well as online. Strategy's Expected Result/Impact: Increase in volunteer base and parental involvement Staff Responsible for Monitoring: Title I Facilitator Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I Part A - \$500		Formative			Summative
		Oct	Jan	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Advertise through our School Newsletter (SMORE), Dojo and sending flyers home with students to promote family and community engagement. We will host academic nights and training sessions at various times including Saturdays, to assist parents in learning in their home language, distributing parent engagement and family involvement procedures and the parent/school compact. Strategy's Expected Result/Impact: Increase in parent and family engagement in educational activities Staff Responsible for Monitoring: Title I Facilitator Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - \$33,642		Formative			Summative
		Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: The CAT, teachers, administrators, staff members, parents, and community members will collaborate and coordinate planning efforts and implementation of staff development to build ties between home and school. Strategy's Expected Result/Impact: Increase in student achievement Title I: 4.1, 4.2 Funding Sources: - 211 - Title I Part A - \$500	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide PreK/Kinder transition strategies that include PreK/Kinder orientation; encourage student attendance at district offered PreK/Kinder Summer Program to identified student in the ESL and Bilingual programs. Strategy's Expected Result/Impact: Increased PreK/Kindergarten registration Staff Responsible for Monitoring: Assistant Principals, Counselors Title I: 4.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide a smooth transition for 5th graders going to 6th grade by inviting JH counselors to MRE to teach about course selection, through visits from the Fine Arts departments, and through other exchanges (ie: library visits, etc.) Strategy's Expected Result/Impact: Increased interest in and awareness of available JH programming, increased registration in Pre-AP classes at JH Staff Responsible for Monitoring: Counselors Title I: 4.2	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Provide parent engagement activities to parents/guardians of English learners that is supplemental to the services provided to all parents. Strategy's Expected Result/Impact: Increase in involvement of EL families, increased academic performance by EL students Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - \$500	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Advertise and provide event flyers for Title III Parent Engagement Series - "Enhancing Educational Supports for EB Students." Strategy's Expected Result/Impact: Increase in involvement of EL families, increased academic performance by EL students Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Advertise and provide flyers for Title III: Family Engagement Events - Empowering Families through Helpful Resources, Parent Engagement: Enhancing Educational Supports for EB Students, and Community Engagement: Fostering Statewide Community Connections for Families of EB Students. Strategy's Expected Result/Impact: Increase in involvement of EL families, increased academic performance by EL students Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June

Strategy 9 Details	Reviews			
Strategy 9: Title III: Parent Engagement Event - Navigating TELPAS: A parent's Guide to the English Language Assessment System. Strategy's Expected Result/Impact: Increase in involvement of EL families, increased academic performance by EL students Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: Advertise and provide event flyers for Title III: Family STEAM Night. Strategy's Expected Result/Impact: Increase in involvement of EL families, increased academic performance by EL students Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Too few of our students are MEETING the state standard in Math and Reading performance. While preliminary 2024 STAAR results indicate that at least 74% of our students APPROACHED grade level on the STAAR test, this does not necessarily equate to MEETING the standard. In addition, We have too few students MASTERING the state standard in Math and Reading. Root Cause: Teachers need assistance (professional development, collaboration and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading instruction. They will require additional support with the new ELAR curriculum that was implemented in the 2023-2024 school year, as well as needing assistance in teaching problem-solving at higher levels of complexity.

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Provide students and staff a safe environment in which to grow, work, and learn.

Evaluation Data Sources: District safety audit (passing score)

Strategy 1 Details	Reviews			
Strategy 1: Utilize tiered levels of identification and intervention (i.e., Speak Up, Bullying Investigation Procedures, Threat Assessment Process, MTSS Behavioral collaboratives, small group/individual counseling) to monitor, assist, and reduce the number of students who exhibit harmful behaviors toward selves and others. The campus leadership team will coordinate implementation of violence and bullying preventive strategies, consistent documentation, and individualized responses to match needs of the student/situation. Strategy's Expected Result/Impact: Decrease in discipline referrals, few student removals from class, reduced bullying accusations/investigations Staff Responsible for Monitoring: Counselors Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I Part A - \$10,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. Strategy's Expected Result/Impact: Decrease in discipline referrals, reduced bullying accusations and investigations, improved attendance by all students. Strong classroom management and promotion of mental health will result in well-rounded students and adults. Staff Responsible for Monitoring: Counselors Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Decrease in office referrals by 25% as compared to the 2023-2024 school year with the use of CHAMPS Expectations for classroom management. Strategy's Expected Result/Impact: A decrease in discipline referrals because of physical contact infractions and other classroom/cafeteria/recess infractions. This will also reduce lost instructional time because of teachers having to call for administrator assistance with student behavior concerns. Staff Responsible for Monitoring: Assistant Principals ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Professional Development will be provided to teachers and staff by the MRE school counselors AND outside sources specific to the social and emotional well-being of all students and their specific needs. Strategy's Expected Result/Impact: Reduction in the loss of instructional time due to student ability to regulate their emotions and be able to navigate social situations/scenarios. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I Part A - \$18,500	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Increase in daily attendance to 95% as compared to previous years. Strategy's Expected Result/Impact: Reduction in the loss of instructional time due to students being late to school or being absent from school. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details		Reviews			
<p>Strategy 6: MRE will Increase student engagement and adherence to campus-wide behavioral expectations by implementing a structured PBIS system to reinforce positive behavior and provide incentives. MRE will clearly outline and communicate the campus-wide behavioral expectations for all students and ensure that these expectations are age-appropriate and easily understood. Dojo points will be given to students for demonstrating expected behaviors. For example, a student might receive a Dojo point for showing respect, responsibility, or cooperation. MRE has a "Dojo Store" where students can exchange their points for items or experiences.</p> <p>Strategy's Expected Result/Impact: A decrease in discipline referrals because of physical contact infractions and other classroom/cafeteria/recess infractions. This will also reduce lost instructional time because of teachers having to call for administrator assistance with student behavior concerns.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>Problem Statements: School Processes & Programs 1</p>		Formative			Summative
		Oct	Jan	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The number of discipline referrals increased in the 2023-2024 school year, as compared to the prior five years. More than half of the referrals involved physical contact, indicating students' decreased abilities in areas of self-control and self-discipline. Root Cause: Our teachers need training in consistent classroom behavior management, behavior de-escalation strategies, building strong classroom communities, and in the school-wide PBIS System known as CHAMPS.</p>
Perceptions
<p>Problem Statement 1: Over the past year, there has been a significant increase in the number of students arriving late for school. This trend is alarming as it disrupts the educational process, affects student learning outcomes, and undermines the overall school environment. Root Cause: Transportation Issues: Inconsistent or inadequate transportation for students, Family Circumstances: Family obligations or challenges that prevent timely arrival, Student Motivation: Lack of motivation or understanding of the importance of punctuality among parents and students, and Policies: Ineffective or unclear policies regarding tardiness and their enforcement.</p>

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: The MRE Leadership team will collaborate to interview and select high quality teaching candidates for hire.

Evaluation Data Sources: Talent Ed requisitions, new hire credentials

Strategy 1 Details	Reviews			
Strategy 1: The MRE Leadership team will participate in the Katy ISD Job Fair in March of 2025. Strategy's Expected Result/Impact: The hiring of highly qualified teachers and staff. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All emergent bilingual students (ELs) with parent approval for ESL program participation minimally receive Reading/Language Arts (RLA) instruction by teachers who are certified in ESL, along with RLA certification for the appropriate grade levels. Strategy's Expected Result/Impact: This will result in an increase in TELPAS scores, and student exiting the ESL program Staff Responsible for Monitoring: Principal Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: MRE has a Mentor Program for all first-year teachers and a "Buddy" Program for all staff new to MRE. Teachers meet after school one time per month to engage in professional development. PDR often involves discussions with colleagues and supervisors, fostering a collaborative environment where teachers can share best practices, challenges, and solutions. Strategy's Expected Result/Impact: The retention of highly qualified teachers and staff. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: Teachers will be informed of the English language proficiency levels of the English learners in their classrooms, and Professional Learning Communities will actively utilize the ELPS to provide meaningful opportunities for ELs to develop social skills and Academic English proficiency in listening, speaking, reading, and writing.

Evaluation Data Sources: Team Planning agendas, lesson plan reviews

Strategy 1 Details	Reviews			
Strategy 1: During weekly team planning (PLC) sessions, the ELPs will be consulted and integrated into lesson plans. Strategy's Expected Result/Impact: An increase in TELPAS scores and increased classroom engagement by EL students Staff Responsible for Monitoring: Principal. AP's and Instructional Coach Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers of emergent bilingual students (ELs) will participate in professional development that will address instruction that is sheltered and culturally responsive. Strategy's Expected Result/Impact: Increase in academic performance of EL students and an increase in communication and social interaction between ELs and non-EL students. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	4	Provide PreK/Kinder transition strategies that include PreK/Kinder orientation; encourage student attendance at district offered PreK/Kinder Summer Program to identified student in the ESL and Bilingual programs.

State Compensatory

Budget for Morton Ranch Elementary

Total SCE Funds: \$233,134.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

We employ 3 State Comp-Ed funded positions, one monolingual teachers and two bilingual teacher. All three serve as Academic Support teachers, providing small group instruction to our most At-Risk students in grades Kindergarten through 5th Grade. These teachers serve children needing help with Reading and Math, and do so before and during the school day. They receive special training and particular instructional materials from our district, and follow an Extended Learning Time schedule consistent across our campus.

Personnel for Morton Ranch Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Paik	Teacher	1
Ana Loeschen	Teacher	1
Doris Drevon	Teacher	1
Lenay Pegram	Teacher	1
Qiana Wyche	Teacher	1

Title I

1.1: Comprehensive Needs Assessment

Comprehensive Needs Assessment Overview

Comprehensive Needs Assessment School Profile

Morton Ranch Elementary is a campus in Katy ISD that opened its doors in 2008. MRE is projected to serve 993 students in grades Pre-K-5th Grades during the 2024-2025 school year, which is a decrease from the previous year of 1035. The campus is an elementary school.

List of Stakeholders and roles

Principal	Lori Maurer	Parent	Aminata Morris
Other School Leader	Kelley Martinez	Parent	Cecilee Watson
Other school leader	Oscar Spivey	District Representative	Jessica Pierluissi
Teacher	Miranda Wilson	District Representative	Ashley Muzny
Teacher	Mandy Edwards	Community/Business	Cheryl Glasser
Paraprofessional	Erin Sweeney-Cullen	Community/Business	R.C. Simmons
Paraprofessional	Karen Rivera		

Comprehensive Needs Assessment Process

Morton Ranch Elementary's needs assessment process is described below. The campus leadership team evaluated the 2023-24 data. We reviewed the following data:

- District goals
- Campus goals
- HB3 Reading and Math goals for PreK - 3
- Performance objectives with summative review from 2023-2024
- CIP from 2023-2024
- CAT meeting, Team Leader meeting data
- TAPR report
- Student achievement domain
- Effective Schools Framework data
- Additional Targeted Support Identification data
- STAAR released test questions
- TELPAS results, TELPAS Alt results
- Interim and CBA data

- Amira data
- DreamBox Math data
- Grades that measure student performance on TEKS
- Race/ethnicity data
- Specials programs data
- Eco dis data
- SPED data
- At Risk data
- 504 data
- GT data
- Dyslexia data
- MTSS data
- Attendance data
- Discipline data
- School safety data
- PLC data/Processes for teaching and learning
- Staff survey data
- Parent survey data
- Teacher/Student ratio
- Staff meeting information
- PD needs assessment data
- T-TESS evaluation data
- SLO data
- Parent engagement rates
- Community surveys
- Budget expenditure data
- Study of best practices

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on February 26, 2024, and again on May 6, 2024, to develop the CNA. The meetings were held in the Large Group Area and the Campus Library starting at 3:45 p.m. on both dates. We plan to meet again on October 15, 2024, November 11, 2024, to review and revise the CNA as needed.

At the first meeting on February 26, 2024, Principal Maurer began the meeting by announcing some celebrations at Morton Ranch since our last meeting. Next, we moved on to the Parent, Student, Teacher Compact and any revisions that might be necessary. She displayed the Compact on the Smart Board and went over it line by line. Copies were also given to attendees. She broke down each session and explained the sections so that we could discuss changes that might be necessary, focusing on the needs of the student and what the parents might deem necessary for the upcoming year. Principal Maurer divided the group into groups of 2 and 3 to hash out any thoughts on the matter. She set a time limit for 8 minutes. When she brought us back together, she asked if there were areas that they liked or areas that may need to be changed. It was mentioned that the Compact might be more appropriate if it were more streamlined to the oath that we take every morning during morning announcements. A parent mentioned that the Teacher portion might need tweaking to express more teacher communication throughout the year. “The teacher will promise to communicate more throughout the year.” Maybe add a section to discuss what a positive attitude might be and maybe some measurable goals. Some discussion was made about our behavior matrix and the accessibility of the CHAMPS expectations. No other changes were mentioned, and Mrs. Maurer moved on to the next part of the session. Mrs. Maurer moved on to the Title I budget with a PowerPoint breaking down the budget information for our campus (PowerPoint is attached to the Crate location.) She mentioned the need for total transparency when it comes to the budget and its spending needs. She went through the budget explaining what the money has been spent on up to this date and what future monies will be allocated to. She went through each expenditure asking parents if they understood its meaning and any further breakdown for what and how it benefits our school. A lot of discussion was made about the huge decrease in the Title I money available next year. She broke down the losses that the school might incur. Next, we moved on to the Comprehensive Needs Assessment (CNA) process. She explained what the CNA means at our school and why it is so important to have parent, community, and teacher input into its revisions for each new year. We went over the data available in the following areas: Demographics, Student

learning, Processes and Programs, and Perceptions. We looked at last year's data comparing it to new data available. Principal Maurer broke the session into small groups to look at the data for each section. It is a means to assess the school's impact on affective learning and teaching skills, and how it affects the students in general. We decided what data sets we will use to use for the assessment. We are to set aside 3 to 5 different data sources to use. Principal Maurer moved around to be sure that each group remained focused on their specific task. An allotment of 15 minutes was allowed to facilitate this. After the fifteen minutes passed, Principal Maurer brought the group back together asking if anyone needed more time. Groups returned to their seats, giving Mrs. Maurer the notes they made for each section being examined. Principal Maurer closed the meeting emphasizing that the same people who attended this meeting would be necessary for the next meeting since development of the document will be necessary.

At the second meeting on May 6th, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. Principal Maurer led the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

A Root Cause Analysis was conducted by our CNA committee, and we identified the following to be our Priority Problems to be addressed in the 2024-2025 school year:

1. Too few of our students are MEETING the state standard in Math and Reading performance. While preliminary 2024 STAAR results indicate that at least 74% of our students APPROACHED grade level on the STAAR test, this does not necessarily equate to MEETING the standard. In addition, We have too few students MASTERING the state standard in Math and Reading. **Root Cause:** Teachers need assistance (professional development, collaboration and learning walks w/ immediate feedback) in delivering effective, comprehensive and integrated reading instruction. They will require additional support with the new ELAR curriculum that was implemented in the 2023-2024 school year, as well as needing assistance in teaching problem-solving at higher levels of complexity.
2. Too few of our students are MEETING and MASTERING the state standard in Science performance. Approximately 39 percent of our fifth graders are performing below grade level expectations. **Root Cause:** Students and teachers need help translating hands-on experiences in the Science Lab onto paper and pencil tasks in the classroom and on assessments. Conceptual understanding and academic vocabulary are lacking in many of our At-Risk students; teachers need PD new Science TEKS and need to become familiar with the new Science Resource provided by the district.
3. The number of discipline referrals increased in the 2023-2024 school year, as compared to the prior five years. More than half of the referrals involved physical contact, indicating students' decreased abilities in areas of self-control and self-discipline. **Root Cause:** Our teachers need training in consistent behavior management, behavioral de-escalation strategies, and in building strong classroom communities.
4. Over the past year, there has been a significant increase in the number of students arriving late for school. This trend is alarming as it disrupts the educational process, affects student learning outcomes, and undermines the overall school environment. **Root Cause: Transportation Issues:** Inconsistent or inadequate transportation for students, **Family Circumstances:** Family obligations or challenges that prevent timely arrival, **Student Motivation:** Lack of motivation or understanding of the importance of punctuality among parents and students, and **Policies:** Ineffective or unclear policies regarding tardiness and their enforcement.

These priority problem statements (and other problems identified through the CNA process) will serve to guide the development of our 2024-2025 Campus Improvement Plan.

Three Areas of Focus for Next Year:

1. Student Achievement - Reading and Math
2. Student Learning - Science
3. Classroom Management
4. Student Tardies

2.1: Campus Improvement Plan developed with appropriate stakeholders

The 2024-2025 Campus Advisory Team will meet on October 15, 2024, to review the current Campus Improvement Plan, based on revisions made last school year. They will meet again on November 11, 2024, February 24, 2025, and on April 28, 2025, to review one or two sections of the CIP to make any revisions needed or to make and suggestion for the following school year. Agendas, minutes, and sign-in sheets are regularly loaded into the online Title One Crate. The CIP is also

available in Spanish and English in our Front Office, on our campus website, and upon request by any patron. The links are publicized twice/year through our campus Newsletter and through grade level electronic newsletters.

List of Stakeholders and roles:

Principal	Lori Maurer	Parent	Aminata Morris
Other School Leader	Kelley Martinez	Parent	Cecilee Watson
Other school leader	Yenny Papa	District Representative	Jessica Pierluissi
Teacher	Miranda Wilson	District Representative	Ashley Muzny
Teacher	Mandy Edwards	Community/Business	Cheryl Glasser
Paraprofessional	Erin Sweeney-Cullen	Community/Business	R.C. Simmons
Paraprofessional	Karen Rivera		

At the Title One Orientation meeting, we review the Big Ideas from the CIP and demonstrate how to access it online. Relevant data addressing each root cause and problem statements is presented, and updates are discussed as to how the school is currently addressing our needs.

2.2: Regular monitoring and revision

CAT members own a personal copy of the Campus Improvement Plan, and we review the CIP at **EACH** CAT meeting, noting progress towards meeting the performance objectives and overall goals. Throughout the year, surveys and formative data are collected. The Administrative Team completes formative reviews of all strategies on a quarterly basis and a summative review each June; these are recorded in the online Title One Crate (Plan 4 Learning). Team Leaders review the previous CIP each August, as well as the draft of the proposed new CIP, and provide input. Staff members are reminded of the CIP goals, objectives, and strategies throughout the school year, often as the reason we are implementing various activities.

Camous Advisory Team Dates for the 2024-2025 School Year are as follows: October 15th, November 11th, February 24th, and April 28th.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is available in English and Spanish (hard copies) in our school’s front office for review. Should a parent require the CIP in a language other than English or Spanish, an appointment may be made with the campus principal, and an interpreter will be secured.

Additionally, the CIP appears on our campus website on a regular basis. The links are publicized twice/year through our campus eNews.

2.4: Opportunities for all children to meet State standards

Most students are MRE are placed in classrooms with certified teachers; due the teacher shortage prompted by the pandemic, some of our students will start this school year in non-certified substitutes’ classrooms. Many of our classrooms are supported by Highly Qualified

paraprofessionals. High quality instruction is provided to the maximum extent possible, with few interruptions, one 30-minute recess period, and daily intervention time built into the master schedule. Students not meeting state requirements and those struggling academically are provided academic support for at least thirty minutes a day, provided by a member of our Instructional Support Team or a grade level teacher. Before and after school tutorials are offered for struggling students, as well. Quarterly MTSS meetings involve discussions among grade level teachers, academic support teachers, and the administrative team, to ensure that no child is falling through the cracks, and to brainstorm additional ideas for support.

Professional development is provided through monthly staff meetings, through weekly team planning, through our Professional Development Rotation, through monthly Mav Learning Community sessions, and by sending staff to various local, state, and national conferences and trainings. Teachers with the greatest bank of instructional strategies are those who are best prepared to meet the needs of our students!

2.5: Increased learning time and well-rounded education

Our master schedule is designed to maximize uninterrupted learning time for students in all grade levels. As we place Specials, lunch, and recess, we aim to offer the largest continuous instructional blocks possible, keeping in mind the developmental stages of the students. (Kindergarten students cannot sustain four straight hours of instruction.) We offer intervention time for each grade level on a daily basis, so that students who are struggling or who have mastered the curriculum, receive appropriately differentiated instruction. Beyond the academics, we provide daily Morning Meetings for all students, so that social-emotional skills may be grown. We utilize PBIS campus-wide, helping students further develop appropriate social skills. Character education is provided through Character Strong/Purposeful People from our counselors; they also provide guidance lessons, and sponsor counseling groups based on common topics (friendship, divorce, moving, etc.) We celebrate academic achievement AND demonstration of high-quality character, through grade-level assemblies. Before and after-school tutorials are offered in both the Fall and the Spring. Invitations are sent to those specific students needing interventions.

2.6: Address needs of all students, particularly at-risk

At-Risk students' needs are met in various ways at MRE. Any student failing a subject areas is immediately placed in MTSS. A collaborative team meets at least once every nine weeks to review students who are struggling, and to determine where they may be best served. Academic Support Teachers (state and federally funded) provide daily intervention in thirty or forty minute slots for both Math and Reading during small group instruction.

We offer full-day PreK education in both English and Spanish here on our campus. We have one classroom of monolingual ECSE students and two classrooms of bilingual ECSE students, as well, knowing that early intervention is best.

Students requiring 504 or special education are monitored closely by case managers, who meet regularly with classroom teachers to provide students with appropriate instruction. Communication with parents is also critical. Individualized Education Plans and Behavior Intervention Plans are enforced with high fidelity.

The behavioral progress and attendance rates of students are tracked closely by grade level assistant principals. Parents are included quickly if

either area is in jeopardy. By definition, every parent of a Katy ISD elementary student is offered at least one parent conference/year (in the Fall semester).

Various mentoring programs exist on our campus, in order to help our students feel like they matter. We have KEYS from the community, PALS from the high school, Sunshine Readers from the retirement community, and parent volunteers who meet with children on a one-on-one basis.

3.1: Annually evaluate the schoolwide plan

The schoolwide plan is evaluated annually through summative reviews in Plan 4 Learning, and through the entire Campus Needs Assessment process. Various stakeholders gather multiple times in the spring and early summer to review the previous plan and make adjustments moving forward. Our plan is a living, breathing document, open to revision as needed, throughout the school year. Multiple data sources are used to evaluate progress on strategies, performance objectives, and goal achievement. The Campus Advisory Team will meet on April 28, 2024, and again on June 2, 2024, for any adjustments needed.

4.1: Develop and distribute Parent and Family Engagement Policy

Our Parent and Family Engagement Policy is reviewed and revised on an annual basis, at a spring CAT meeting. We typically provide various examples of the policies from different schools and combine the best of what we see. This policy is posted on our campus website in Spanish and English and is reviewed and distributed to families on our Back in the Saddle Night (Open House). Each year, we have parents, teachers, and students sign off in agreement to the policy. For families not attending the event, the document is sent home and an incentive is provided for students who do return the signed policy.

Most recently, the policy was reviewed and revised in April of 2024 at a CAT meeting. The most current PFE is available in Spanish and English in our Front Office, on our campus website, and upon request by any patron. The links are publicized twice/year through our campus eNews.

4.2: Offer flexible number of parent involvement meetings

Our Campus Advisory Team meets 4-6 times/year, and we offer a minimum of two Title One Parent and Family Engagement events per school year (at least one/semester). Parents and guardians are invited for parent/teacher conferences every Fall. Musical performances are offered by our 2nd and 4th graders every spring. Our PTA is active and holds general meetings 4-6 meetings/year. Book Fairs offer opportunities for parents to be involved, as we sponsor Watch D.O.G.s and M&M Moms (Mavericks and Mommies) as parent volunteer organizations. Every grade level invites parents to Learning Celebrations and Field Days, typically held near the end of the school year. We welcome parent volunteers on a daily basis at MRE. Beginning as an annual tradition in the spring of 2021, our International Festival has been our most popular parent and family engagement event in our school's history!

By offering during the day opportunities, as well as evening opportunities, we aim to attract the greatest possible number of parents and family members attending MRE events in support of their children.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carolina Correa	Teacher	Title 1	1
Erika Vivas	Teacher	Title 1	1
Robert French	Teacher	Title 1	1

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$72,000.00
1	1	2	Title I Intervention Staff		\$233,134.00
1	1	2			\$22,220.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
2	1	1			\$500.00
2	1	2			\$33,642.00
2	1	3			\$500.00
2	1	6			\$500.00
3	1	1			\$10,000.00
3	1	4			\$18,500.00
Sub-Total					\$390,996.00

Addendums



The Percent of **Morton Ranch** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 48% to 53% by July 2029.

Morton Ranch: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	48%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	49%	50%	51%	52%	53%
		Met Internal Goal	-					

[illegible]

The Percent of **Morton Ranch** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 41% to 46% by July 2029.

Morton Ranch: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	41%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	42%	43%	44%	45%	46%
		Met Internal Goal	-					

[illegible]